

## Starr-Iva Middle

1034 Rainey Road  
Starr, SC 29684

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	596 Students	
<b>Principal</b>	Mike Ruthsatz	864352-6146
<b>Superintendent</b>	L. Hugh Smith	864-348-6196
<b>Board Chair</b>	Curtis Wiles	864-348-6196

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

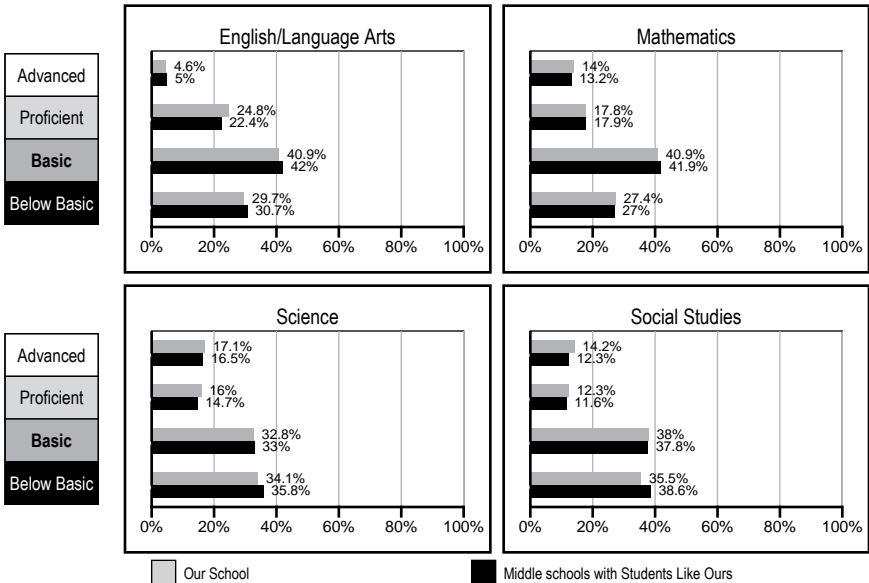
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	30	5

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.2	97.0
English 1	100.0	96.7
Physical Science	0	50.0
All Subjects	98.7	96.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=596)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.5%	Up from 9.0%	19.8%	19.4%
Retention rate	0.7%	Down from 0.9%	1.7%	1.8%
Attendance rate	94.4%	Down from 95.4%	95.8%	95.8%
Eligible for gifted and talented	17.7%	Up from 15.9%	16.5%	15.3%
With disabilities other than speech	19.5%	Up from 15.4%	14.2%	12.9%
Older than usual for grade	5.2%	Up from 1.8%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	27.7%	Down from 34.0%	53.3%	55.0%
Continuing contract teachers	55.3%	Down from 66.0%	73.7%	70.6%
Teachers with emergency or provisional certificates	7.4%	Up from 3.1%	5.4%	5.4%
Teachers returning from previous year	78.6%	Up from 75.6%	84.5%	83.4%
Teacher attendance rate	95.0%	Down from 95.1%	94.8%	94.9%
Average teacher salary	\$39,336	Up 0.7%	\$44,211	\$44,706
Professional development days/teacher	25.2 days	Up from 23.6 days	11.3 days	11.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 16.4 to 1	19.4 to 1	20.1 to 1
Prime instructional time	86.1%	Down from 88.1%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 100.0%	97.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,284	Up 18.0%	\$6,988	\$7,097
Percent of expenditures for instruction*	62.1%	Down from 62.7%	64.8%	64.4%
Percent of expenditures for teacher salaries*	55.8%	Down from 60.0%	60.6%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

"Character with Academics, Athletics, and the Arts" continues to be the focus of Starr-Iva Middle School. Our mission, as a school dedicated to academic excellence and guided by a supportive staff, is to prepare students for high school by promoting lifelong learning through a challenging, standards-driven curriculum in a safe, stimulating environment. Our character theme for the year was "Signs of Success." Each month a character trait was emphasized to encourage the school community to show positive signs of character in daily interactions.

Our school community worked together with a renewed emphasis on the curriculum standards. Extra classes were provided in Math and Science as extensions to the core academic curriculum. Our Star Assistance program was implemented to provide extra assistance and/or enrichment with the academics to our student body. Our Morning Cub Assistance Program was utilized to give assistance with homework, reviews for the day, and study time for tests. Our Star Math and Star Reading Assessments were used to follow the progress of our students as the year developed. Our academics were enhanced through the use of our four computer labs with our Compass Learning Program and iMac Program. Instructional delivery was greatly enhanced through the use of additional technology such as visual presenters, SMART boards, slates, and class response systems. Through our mobile computer lab, our students had access to laptops to complete research.

Our goal is to continue to show signs of success in all of our learning adventures. Community members, families, our staff and faculty, and students are working together to make our school a great place to learn and work. "Together we choose to make a difference."

Carolyn Brown, Principal  
Carolyn Sanders, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	189	103
Percent satisfied with learning environment	93.0%	76.2%	78.6%
Percent satisfied with social and physical environment	95.3%	87.2%	82.4%
Percent satisfied with school-home relations	93.0%	84.0%	84.3%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Newly Identified

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	574	99.7	31.3	41.3	24.2	3.1	38.4	47.6	48.2	Yes	Yes
<b>Gender</b>											
Male	299	100	35.7	40.6	22	1.7	34.6	42.4	41.7	N/A	N/A
Female	275	99.3	26.6	42.2	26.6	4.6	42.6	53.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	505	99.8	29.7	42.5	24.3	3.5	39.4	49.5	60	Yes	Yes
African American	61	98.4	42.9	33.9	23.2	0	32.1	34.6	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	113	99.1	76.1	22.9	0.9	0	5.5	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	330	99.4	41.2	39.3	17.6	1.9	30.4	40.5	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	574	99.8	28.4	42.3	16.8	12.6	40.1	41.4	45.8	No	Yes
<b>Gender</b>											
Male	299	100	29.4	39.2	17.1	14.3	42	43.8	45.6	N/A	N/A
Female	275	99.6	27.4	45.6	16.3	10.6	38	38.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	505	99.8	27.4	40.8	18.1	13.6	42.9	44.3	59	Yes	Yes
African American	61	100	33.9	55.4	7.1	3.6	19.6	20.5	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	113	99.1	78	20.2	0.9	0.9	4.6	10.5	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	330	99.7	37.7	40.9	12.5	8.9	30.7	32	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	383	99.7	34	32.9	16	17.1	33.2	39.4	35.7	94.4	95.5
Gender											
Male	195	99.5	37.2	29.3	14.4	19.1	33.5	42	37.4	94.3	95.4
Female	188	100	30.6	36.7	17.8	15	32.8	36.7	33.8	94.6	95.6
Racial/Ethnic Group											
White	333	99.7	32.2	32.2	16.3	19.4	35.6	42.3	49.2	94.2	95.4
African American	45	100	48.8	32.6	16.3	2.3	18.6	21.5	17	96.3	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	94.6	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	93.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.3
Disability Status											
Disabled	75	98.7	80.8	15.1	4.1	0	4.1	13.7	14	92.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.5	96.4
Socio-Economic Status											
Subsided meals	228	99.6	44.2	30.9	15.7	9.2	24.9	29.9	21.1	93.3	94.8

Social Studies

All Students	383	100	35.5	38	12.3	14.2	26.5	36.5	34	94.4	95.5
Gender											
Male	201	100	31.1	36.8	12.6	19.5	32.1	40.3	36.6	94.3	95.4
Female	182	100	40.3	39.2	11.9	8.5	20.5	32.3	31.3	94.6	95.6
Racial/Ethnic Group											
White	342	100	35	37.7	12.8	14.6	27.4	37.9	44.5	94.2	95.4
African American	34	100	36.7	43.3	10	10	20	25.7	19.1	96.3	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.6	95.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	93.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.3
Disability Status											
Disabled	78	100	60.5	32.9	3.9	2.6	6.6	14	14.4	92.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.5	96.4
Socio-Economic Status											
Subsided meals	220	100	43.5	38.8	5.3	12.4	17.7	28.2	21	93.3	94.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	199	100	28.1	43.2	24.9	3.8	28.6
	7	211	100	41.4	39.9	16.7	2	18.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	174	99.4	20.4	40.7	33.5	5.4	38.9
	7	193	99.5	31.7	44.1	23.1	1.1	24.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	199	100	21.6	40	24.3	14.1	38.4
	7	211	100	31.5	43.3	15.3	9.9	25.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	174	99.4	22.2	37.1	21.6	19.2	40.7
	7	193	100	28	40.3	17.2	14.5	31.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	99	100	28.6	36.3	12.1	23.1	35.2
	7	211	99.5	30.7	30.2	18.3	20.8	39.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	88	100	31.4	19.8	18.6	30.2	48.8
	7	193	99.5	29.7	39.5	16.8	14.1	30.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	100	100	14.9	30.9	29.8	24.5	54.3
	7	211	100	46.3	34	10.8	8.9	19.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	85	100	9.9	28.4	18.5	43.2	61.7
	7	193	100	50.5	37.1	4.8	7.5	12.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample